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ABSTRACT

A study was done to measure attitudes and perceptions among the nation's adults regarding higher education. Specifically, the study examined attitudes about national competitiveness and development of new technologies, the importance of a college degree in the market place, the financial burden of a college education, and federal funding of grants and low interest loans. The survey was based on 1,012 telephone interviews among a nationally representative sample of adults, age 18 years and older with interviews taking place in June of 1991. Results of the interviews found that adults consider it more important than ever to have a college degree in order to get a job or advance in a career. In addition, Americans look to the business sector and higher education as leading the way in developing new technologies that will make the United States more competitive in the world marketplace. Eighty seven percent of adults believe that college costs are rising at a rate which will put college out of the reach of most people. Americans are supportive of federally funded programs to assist low and middle income families with the costs of going to college through grants and low interest loans. A Technical Appendix and a copy of the questionnaire are included. (JB)

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OCTOBER 11, 1991

Attitudes About American Colleges 1991

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NATIONAL HIGHER EDUCATION WEEK

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A survey commissioned by the Council for Advancement and Support of Education (CASE) for National Higher Education Week

For release:
OCTOBER 11, 1991

Attitudes About American Colleges 1991

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A survey commissioned by the
Council for Advancement and Support of Education (CASE)
for National Higher Education Week

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INTRODUCTION

This is a report on the findings of a national survey commissioned by the Council for Advancement and Support of Education (CASE) and conducted by The Gallup Organization, Inc. The study was specifically designed to measure attitudes and perceptions among the nation's adults regarding higher education. The specific issues covered in this survey include:

- American competitive situations and the development of new technologies
- Importance of a college degree in the market place
- Financial burden of a college education
- Federal funding of grants and low interest loans

METHODOLOGY

This survey is based on 1,012 telephone interviews among a nationally representative sample of adults, age 18 years and older. Interviewing for the survey took place between June 10, 1991 and June 16, 1991. The margin of error associated with this survey is plus or minus 3 percentage points. A more detailed description of the sample composition, design of the sample, sampling tolerance tables and questionnaire with overall results can be found in the technical appendix of this report.

SUMMARY REPORT

The overall theme emerging from the current survey of adults nationwide is that it is more important than ever to have a college degree in order to get a job or advance in a career, yet it is harder to finance such an education than it was in the past. Furthermore, the vast majority favor grants and loans to low and middle income students to help them pay for a college education. The importance of a college education, the financial burden entailed in seeking a degree, and the willingness to support federal programs to ease that burden are all more keenly felt today than five years ago when these questions were last asked of the public.

Americans look to the business sector and higher education as leading the way in developing new technologies that will make America more competitive in the world marketplace. One-third believe business and corporations (35%) should lead the way in this area with equivalent proportions (34%) looking to higher education institutions. Few believe the federal (8%) or state government (3%) can be the primary force in technology development for the future. College graduates (46%), those from households with incomes in excess of $30,000 (44%), and Republicans (45%) are all more likely than their counterparts to believe business should lead the way in technological developments.

Development of New Technology

If technology makes Americans more competitive in the world marketplace, who can best lead the way in developing new technology?

	%
Business and corporations?	35
Colleges and universities?	34
The state government?	3
The federal government?	8
All of these (Vol.)	8
None of these (Vol.)	3
Don't know / Refused	9
	100

An overwhelming majority of the public (93%) view a college degree as important in order to get a job or to advance in a career, with 73% believing a degree is very important for these pursuits. Fewer than one in ten consider it unnecessary to have a college degree for job opportunities. The proportion who think it of vital importance to have a college degree is greater today than five years ago when this question was first asked. In 1986 slightly less than three in five (58%) considered it very important to obtain a college degree for advancing a career while today 73% hold this view.

Importance of a College Degree

In order to get a job or to advance in one's career, how important do you feel it is to have a college degree, would you say it is very important, somewhat important, not too important or not at all important?

	1991	1986
Very important	73%	58%
Somewhat important	20	33
Not too important	4	5
Not at all important	2	3
Don't know / Refused	1	1
	100	100
Number of interviews	(1,012)	(1,010)

As was found in 1986, people who themselves have earned a baccalaureate degree or higher degree are disproportionately likely to feel a college degree is of utmost importance (83%). People who have some college training, but have not earned a degree (74%) are less likely than college graduates to feel so strongly, but are more likely than those with no college experience (68%) to say it is very important to have a college degree in today's job market. In addition to differences found by educational attainment, significant differences are also seen based on income, race and political affiliation. People who earn more than $50,000 annually (80%), blacks (86%), and Democrats (80%) are all more likely than others to believe it is very important to earn a college degree if one is to get a job or advance in a career.

Demographic Breakdown of Importance of College Degree

	Percent saying Very Important	N
Total	73%	(1012)
Education		
College graduate	83	(336)
Other college	74	(209)
High school graduate	68	(351)
Less than high school graduate	68	(111)
Race/Ethnicity		
White (non-Hispanic)	72	(842)
Black	86	(82)
Hispanic (not black)	62	(47)
Income		
$50,000 or more	80	(205)
$30,000 to $49,999	73	(278)
$20,000 to $29,999	64	(177)
Under $20,000	74	(230)
Party Affiliation		
Republican	71	(324)
Democrat	80	(295)
Independent/Other	69	(357)

The public's perception of financial burden associated with getting a college degree is widespread and has been increasing over the past few years. Fully three-fourths (74%) say that they could not afford the costs of college unless they received financial assistance in the form of grants or low interest loans. This is a four percentage point increase from five years ago.

Nearly nine in ten (87%) believe that college costs are rising at a rate which will put college out of the reach of most people. This also represents an increase from 1986 when 82% agreed with this sentiment. Furthermore, nearly three-fourths (73%) disagree with the statement that "college costs in general are such that most people can afford to pay for a college education." This again is a bleaker view regarding the affordability of college than was seen five years ago when only 65% disagreed with the statement.

The public is split in their opinion as to whether they can better afford college today than five years ago. Today, 46% agree that they are better equipped to pay for a college education today than they were in the past, while 49% disagree. Five years ago, people were more optimistic about their current financial situation with more people agreeing (52%) than disagreeing (44%) that they could better afford the expense of a college education than five years earlier.

Public's Feelings about the Cost of a College Education

Please tell me if you agree or disagree with each of these statements...

		1983	1984	1985	1986	1991
College costs are rising at a rate which will put college out of the reach of most people	Agree	80%	80%	77%	82%	87%
	Disagree	17	17	22	16	10
	DK	3	3	1	2	3
I would be able to afford college costs at this time, only with low interest loans or grants	Agree	68%	75%	70%	70%	74%
	Disagree	27	21	28	27	20
	DK	5	4	2	3	6
I am better able to afford college costs today than I would have been five years ago	Agree	48%	50%	48%	52%	46%
	Disagree	47	47	50	44	49
	DK	5	3	2	4	5
College costs in general are such that most people <u>can</u> afford to pay for a college education	Agree	33%	36%	39%	32%	25%
	Disagree	64	61	60	65	73
	DK	3	3	1	3	2
Number of interviews		1,299	1,006	1,004	1,010	1,012

There are a number of differences among the various sub-groups of the population on each of these statements, although there are no patterns which cut across all four statements. When looking at those who agree that college costs are rising at a rate which will put college out of the reach of most people, the following sub-groups are more likely than others to agree -- women (89%), those who did not graduate from college (89%), Democrats (90%), those from the East (92%), and those from households where annual earnings are less than $50,000 (89%). Those people disproportionately more likely to agree that they could not afford college unless given a grant or low interest loan include blacks (84%), those who did not graduate from college (77%), and those from households with earnings of less than $50,000 (78%). This is the only statement where parents with children under the age of 18 are more likely than others to agree that they could not afford college unless given financial assistance (79% vs. 71%).

And finally, those most likely to agree that they are better able to afford a college education today than they were five years ago include people younger than 50 (51%), those with at least some college education (52%), Republicans (53%), and those from the South (53%). In addition, as income level increases, so too does the proportion agreeing that they can afford college better today than in the past. No demographic differences are found when looking at those who agree that college costs in general are such that most people can afford to pay for a college education.

Demographic Breakdowns in Attitudes about the Cost of a College Education

	Percent Agreeing with each statement			
	Costs rising out of reach of most people	Afford college only with grants or loans	Better afford costs today than five year ago	
Total	87%	74%	46%	N
Sex				
Male	84	74	46	(510)
Female	89	74	45	(502)
Age				
18 - 29	85	77	51	(245)
30 - 49	88	77	51	(436)
50 and older	86	73	36	(308)
Education				
College graduate	79	66	50	(336)
Other college	90	74	55	(209)
High school grad.	90	80	42	(351)
Less than H.S. grad.	86	75	39	(111)
Race/Ethnicity				
White (non-Hispanic)	87	73	45	(842)
Black	88	84	51	(82)
Hispanic (not black)	83	75	53	(47)
Income				
$50,000 or more	81	66	64	(205)
$30,000 to $49,999	89	80	52	(278)
$20,000 to $29,999	88	83	41	(177)
Under $20,000	89	73	32	(230)
Party Affiliation				
Republican	85	72	53	(324)
Democrat	90	77	45	(295)
Independent/Other	85	75	40	(357)
Region				
East	92	73	41	(250)
Midwest	82	74	46	(259)
South	87	76	53	(301)
West	85	73	40	(201)

Americans are supportive of federally funded programs to assist low and middle income families with the costs of going to college. More than four in every five people surveyed favored each of the grant and low interest loan programs examined. More than three in five strongly favor low interest loans for low income students (66%), grants to low income students (62%), and low interest loans to middle income students (62%). Close to half strongly favor grants to low income part-time students (49%), grants to middle income students (47%), and programs which support college and universities that have a large percentage of low income students (47%).

There has been a significant increase in strong support for both grants for low income students and low interest loans for middle income students compared with five years ago. Tracing the history of these two questions, it is clear that both achieved strong support from about half of the respondents surveyed in 1983 and 1984. In 1985 there was a significant drop in support of federal assistance followed by large increase in 1986 to slightly higher levels than originally recorded in 1983. The seven percentage point increase in strong support for grants to low income students (55% to 62%) and the 8 percentage point increase in support for low interest loans to middle income students (54% to 62%) represent another dramatic upward shift in support of such programs to the highest level yet recorded since 1983. Support for colleges and universities with a large percentage of low income students has not shown any change over the past five years and has remained just shy of the fifty percent mark in terms of strong support. The three other items examined in the current survey were new questions not asked in previous surveys.

Trends in Support of Federal Assistance Programs

Please tell me how much you favor continued federal funding for the following higher education programs by indicating if you are strongly in favor, somewhat in favor, somewhat opposed or strongly opposed.

	Strongly Oppose	Somewhat Oppose	Somewhat Favor	Strongly Favor
Grants to Low Income Students				
1983	4%	10%	35%	50%
1984	4	7	35	53
1985	6	8	38	46
1986	3	7	32	55
1991	3	4	28	62
Low Interest Loans to Middle Income Students				
1983	3%	6%	39%	51%
1984	4	7	39	46
1985	6	12	41	40
1986	3	6	35	54
1991	2	3	31	62
Support for Colleges and Universities With a Large Percentage of Low Income Students				
1983	4%	10%	34%	50%
1984	4	7	39	46
1985	6	10	45	37
1986	5	8	36	46
1991	6	7	35	47

Number of interviews: 1983=1,299; 1984=1,006; 1985=1,004; 1986=1,010; 1991=1,012

There are a number of significant demographic differences in the proportions who strongly support each of the various federal assistance programs. The following sub-groups of the population are more likely than their counterparts to strongly favor the programs set forth below:

Low interest loans to low income students

People under the age of 50 compared to older Americans (71% vs. 57%)

Democrats and Independents (70%) compared with Republicans (58%)

People living in the East (73%) compared with those living in other parts of the country (64%)

Adults who have children younger than 18 (71%) compared with those with no children under 18 (63%)

People who consider a college education very important (68%) compared with those who view a college degree of less importance (60%)

Grants to low income students

Young adults (under 30=74%) compared with 30 to 49 year olds (65%) and older Americans (51%)

Minority adults (77%) compared with whites (59%)

Democrats and Independents (68%) compared with Republicans (51%)

Adults who have children younger than 18 (67%) compared with those with no children under 18 (59%)

People who consider a college education very important (65%) compared with those who view a college degree of less importance (54%)

Those who look to government and higher education for technological developments (69%) compared with those who believe business should take the lead (58%)

Low interest loans to middle income students

Women compared with men (66% vs. 58%)

People under the age of 50 compared to older Americans (66% vs. 55%)

Adults with at least a high school degree (64%) compared with those with less formal education (53%)

Those from households with annual earnings of $30,000 or more (68%) compared with those less affluent (60%)

Adults who have children younger than 18 (67%) compared with those with no children under 18 (59%)

Grants to low income part-time students

People under the age of 50 compared to older Americans (55% vs. 38%)

Those who have a high school degree (55%) compared with those with either more or less education (45%)

Minority adults (62%) compared with whites (47%)

Democrats and Independents (54%) compared with Republicans (62%)

Support for colleges and universities with a large percentage of low income students

People under the age of 50 compared to older Americans (53% vs. 37%)

Minority adults (64%) compared with whites (44%)

Democrats and Independents (53%) compared with Republicans (64%)

People from the East and South (53%) compared with those living in the Midwest and West (40%)

People from households with annual earnings of less than $30,000 (52%) compared with the more affluent (45%)

Adults who have children younger than 18 (52%) compared with those with no children under 18 (44%)

Those who look to government and higher education for technological developments (52%) compared with those who believe business should take the lead (42%)

Grants to middle income students

People who have attained at least a high school degree (49%) compared with those who have not graduated from high school (37%)

Democrats and Independents (50%) compared with Republicans (42%)

People who consider a college education very important (50%) compared with those who view a college degree of less importance (39%)

Those who look to higher education institutions for technological advances (53%) compared with those turning to the business sector or the government for these developments (44%)

TECHNICAL APPENDIX

SAMPLE COMPOSITION

	Weighted Percentages	Number of Interviews
	%	#
TOTAL	100.0	1,012
Sex		
Male	47.5	510
Female	52.5	502
	100.0	1,012
Age		
18-29	23.6	245
30-49	40.0	436
50 and older	33.9	308
Undesignated	2.5	23
	100.0	1,012
Education		
College graduate	23.6	336
Other college	20.0	209
High school graduate	39.2	351
Less than high school graduate	16.8	111
Undesignated	.4	5
	100.0	1,012
Race		
White (Non-Hispanic)	82.8	842
Black	9.7	82
Hispanic (Non-Black)	4.6	47
Other/Undesignated	2.9	41
	100.0	1,012
Region		
East	24.8	250
Midwest	24.9	259
South	30.0	301
West	20.3	202
	100.0	1,012

DESIGN OF THE SAMPLE

The Gallup Organization's standard national telephone samples are unclustered random digit dial (RDD) samples purchased from Survey Sampling, Incorporated, and are based on a proportionate stratified sampling design.

The random digit aspect of the sample is used to avoid "listing" bias. According to the most recent estimates from the Bureau of the Census, there are 91 million households in the United States, and just over 92% of them contain one or more telephones. Telephone directories only list about 71% of such "telephone households," and numerous studies have shown that households with unlisted telephone numbers are different in several important ways from listed households. Moreover, nearly 15% of listed telephone numbers are "discontinued" due to household mobility and directory publishing lag, and it is reasonable to assume that a roughly equal number are working residential numbers too new to be found in published directories.

In order to avoid these various sources of bias, a random digit procedure designed to provide representation of both listed and unlisted (including not-yet-listed) numbers is used. The design of the sample ensures this representation by random generation of the last two digits of telephone numbers selected on the basis of their area code, telephone exchange (the first three digits of a seven digit telephone number), and bank number (the fourth and fifth digits).

The selection procedure produces a sample that is superior to random selection from a frame of listed telephone households, and the superiority is greater to the degree that the assignment of telephone numbers to households is made independently of their publication status in the directory. That is, if unlisted numbers tend to be found in the same telephone banks as listed numbers and if, in general, banks containing relatively few listed numbers also contain relatively few unlisted numbers, then the sample that results from the procedure described below will represent unlisted telephone households fully as well as it represents listed households. Random number selection within banks ensures that all numbers within a particular bank (whether listed or unlisted) have the same likelihood of inclusion in the sample, and that the sample so generated will represent listed and unlisted telephone households in the appropriate proportions.

A database of listed telephone numbers for the continental United States is first stratified into 4 regions of the country and, within region, telephone numbers are further stratified into three size-of-community strata: (a) incorporated cities of population 1,000,000 and over; (b) incorporated cities of population 250,000 to 999,999; and (c) the remainder of the continental United States. Separate samples are drawn from each of the resulting 12 region/ size-of-community strata. The first eight digits of the sample telephone numbers (area code, telephone exchange, and bank number) are then selected after further geographic pre-stratification of this database so that within each region and size-of-community stratum state, county, and telephone exchange within county are all represented in their appropriate proportions. That is, the number of telephone numbers randomly sampled from within a given exchange is proportional to that exchange's share of listed telephone households in the set of exchanges from which the sample is drawn.

Only working banks of numbers are selected. A working bank is defined as 100 contiguous telephone numbers containing three or more residential telephone listings. By eliminating non-working banks of numbers from the sample, the likelihood that any sampled telephone number will be associated with a residence increases from only 20% (where all banks of numbers are sampled) to between 60% and 70%.

The sample of telephone numbers produced by this method is thus designed to produce an unbiased random sampling of telephone households in the continental United States.

Quotas for completed interviews within each of the 12 strata are set proportionate to the distribution of continental United States telephone households in the twelve areas.

Within each contacted household, an interview is sought with the youngest man 18 years or older who is at home. If no man is at home, an interview is sought with the oldest woman at home. In addition, a quota is set so that 50% of completed interviews in each of the 12 areas are male and 50% are female. This method of respondent selection within households produces an age distribution by sex that closely approximates the age by sex distribution of the total population.

Up to three calls are made to each selected telephone number in order to complete an interview. The time of day and the day of the week for callbacks is varied so as to

maximize the chances of finding a respondent at home. All interviews are conducted on weekends or weekday evenings so that potential respondents who work full-time can be contacted.

The final sample is weighted so that the region by age by sex by education distribution and the region by sex by race distribution of the sample matches current estimates derived from the U.S. Census Bureau's Current Population Survey (CPS) for the adult population living in telephone households in the continental U.S.

SAMPLING TOLERANCES

In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error, that is, the extent to which the results may differ from what would be obtained if the whole population surveyed had been interviewed. The size of such sampling errors depends largely on the number of interviews.

The following tables may be used in estimating the sampling error of any percentage in this report. The computed allowances have taken into account the effect of the sample design upon sampling error. They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary, 95 percent of the time, assuming the same sampling procedure, the same interviewers, and the same questionnaire.

The first table shows how much allowance should be made for the sampling error of a percentage:

Recommended Allowance For Sampling Error
Error of a Percentage

In Percentage Points
(At 95 in 100 Confidence Level)*

	Sampling Size					
	1012	800	500	300	200	100
Percentages near 10	2	2	3	4	4	6
Percentages near 20	3	3	4	5	6	8
Percentages near 30	3	3	4	6	7	10
Percentages near 40	3	4	5	6	7	10
Percentages near 50	3	4	5	6	7	11
Percentages near 60	3	4	5	6	7	10
Percentages near 70	3	3	4	6	7	10
Percentages near 80	3	3	4	5	6	8
Percentages near 90	2	2	3	4	4	6

The table would be used in the following manner: Let us say a reported percentage is 43 for a group which includes 1012 respondents. Then we go to row "percentages near 40" in the table and go across to the column headed "1012." The number at this point is 3 which means that the 43 percent obtained in the sample is subject to a sampling error of plus or minus 3 points. Another way of saying it is that very probably (95 chances out of 100) the average of repeated sampling would be somewhere between 40 and 46 with the most likely figure, the 43, obtained.

In comparing survey results in two samples, for example, men and women, the question arises as to how large must a difference between them be before one can be reasonably sure that it reflects a real difference. In the tables below, the number of points which must be allowed for in such comparisons is as indicated.

Two tables are provided. One is for percentages near 20 or 80; the others for percentages near 50. For percentages in between, the error to be allowed for is between those shown in the two tables:

Recommended Allowance For Sampling Error
Of The Differences

In Percentage Points
(at 95 in 100 confidence level)*

Table A Percentages near 20 or percentages near 80

Size of Sample	1012	800	500	300	200	100
1012	4					
800	4	4				
500	5	5	5			
300	5	6	6	7		
200	7	7	7	8	8	
100	9	9	9	10	10	12

Table B Percentages near 50

Size of Sample	1012	800	500	300	200	100
1012	5					
800	5	5				
500	6	6	7			
300	7	7	8	9		
200	8	8	9	10	11	
100	11	11	12	12	13	15

Here is an example of how the tables would be used: Let us say that 40 percent of men respond a certain way and 50 percent of women respond that way also, for a difference of 10 percentage points between them. Can we say with any assurance that the 10-point difference reflects a real difference between men and women on the question? The sample contains approximately 500 men and 500 women.

Since the percentages are near 50, we consult Table B, and since the two samples are about 500 persons each, we look for the number in the column headed "500" which is also in the row designated "500". We find the number 7 here. This means that the allowance for error should be 7 points, and that in concluding that the percentage among men is somewhere between 3 and 17 points higher than the percentage among women, we should be wrong only about 5 percent of the time. In other words, we can conclude with considerable confidence that a difference exists in the direction and that it amounts to at least 3 percentage points.

If, in another case, male responses amount to 22 percent, say, and female to 24 percent, we consult Table A because these percentages are near 20. We look in the column headed "500" and see that the number is 5. Obviously, then, the 2-point difference is inconclusive.

TOP-LINE QUESTIONNAIRE

TOP-LINE QUESTIONNAIRE

N=1012
DATES OF INTERVIEWING - JUNE 10-16, 1991
MARGIN OF ERROR ± 3

1. If technology makes Americans more competitive in the world marketplace, who can best lead the way in developing new technology? (READ 1-4)

35	Businesses and corporations?
34	Colleges and universities?
3	The state government? OR
8	The federal government?
3	(NONE OF THEM) VOL.
8	(ALL OF THEM EQUALLY) - VOL.
9	DON'T KNOW/REFUSED
100%	

2. In order to get a job or to advance in one's career, how important do you feel it is to have a college degree, would you say it is very important, somewhat important, not too important or not at all important?

1991		1986
73%	Very important	58%
20	Somewhat important	33
4	Not too important	5
2	Not at all important	3
1	DON'T KNOW/REFUSED	1
100%		100%

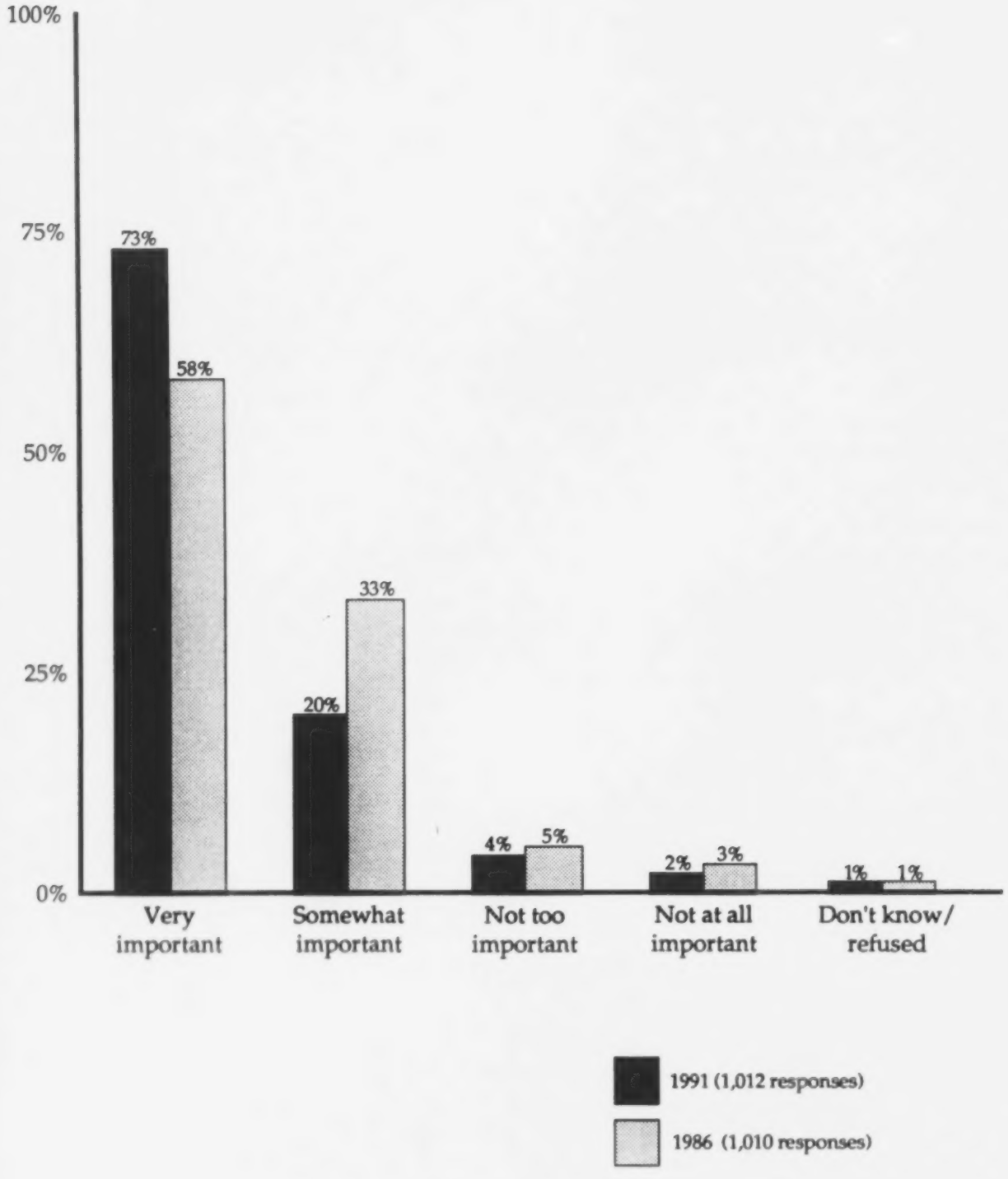
3. Tell me if you agree or disagree with each of these statements. (READ & ROTATE LIST)

		Agree	Disagree	DON'T KNOW/ NO OPINION
College costs in general are such that most people can afford to pay for a college education	1986=	32%	65%	3% = 100%
	1991=	25	73	2 = 100
College costs are rising at a rate which will put college out of the reach of most people	1986=	82	16	2 = 100
	1991=	87	10	3 = 100
I would be able to afford college costs at this time only with low interest loans or grants	1986=	70	27	3 = 100
	1991=	74	20	6 = 100
I am better able to afford college costs today, than I would have been five years ago	1986=	52	44	4 = 100
	1991=	46	49	5 = 100

4. Please tell me how much you favor continued federal funding for the following higher education programs by indicating if you are strongly in favor, somewhat in favor, somewhat opposed, or strongly opposed. (READ & ROTATE LIST)

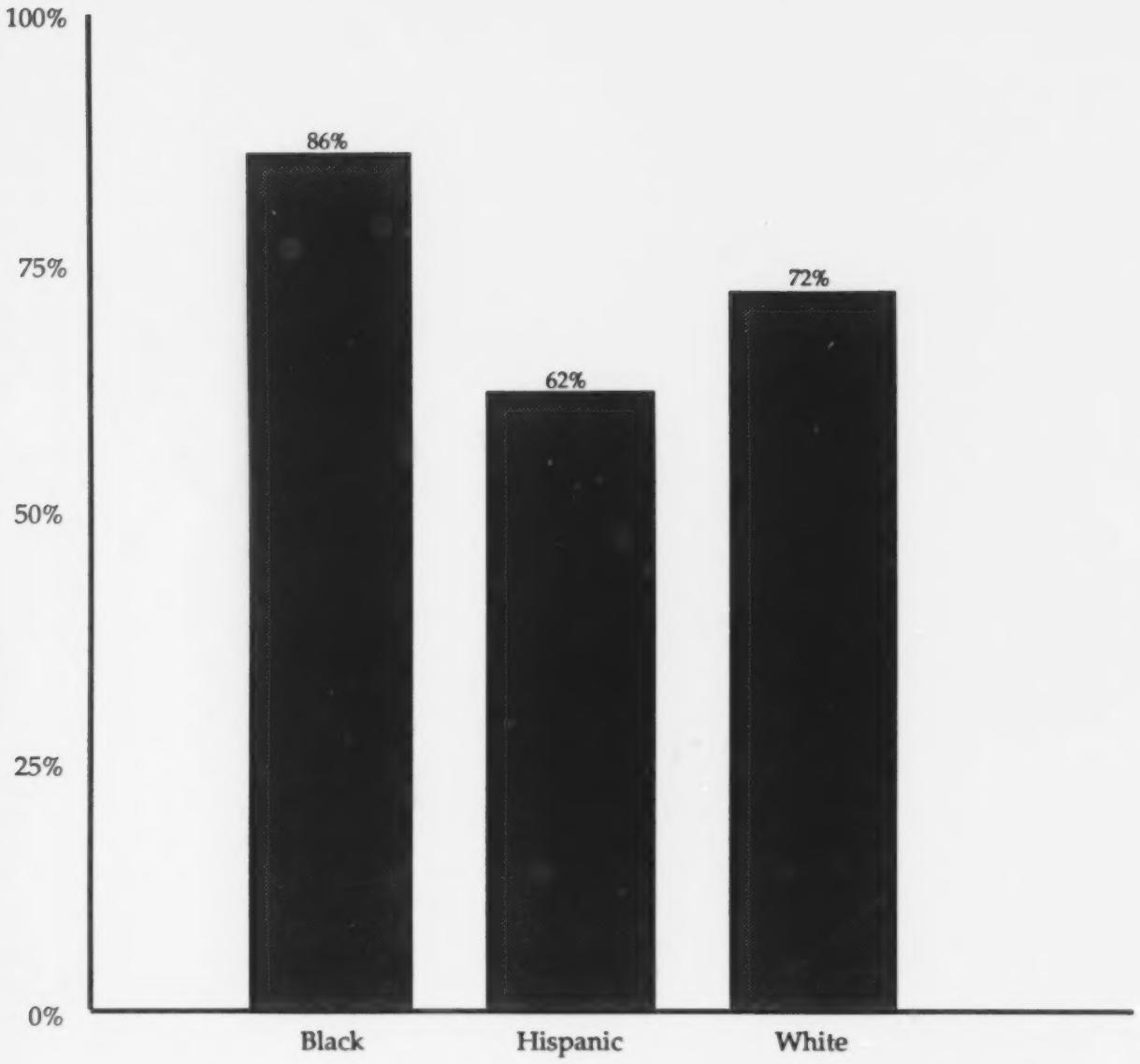
		Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	Don't KNOW
Grants to low income students	1986= 55%	32%	7%	3%	2%=100%
	1991= 62	28	4	3	3 =100
Low interest loans to middle income students	1986= 54	35	6	3	2 =100
	1991= 62	31	3	2	2 =100
Support for colleges and universities with a large percentage of low income students	1986= 46	36	8	5	5 =100
	1991= 47	35	7	6	5 =100
Grants to middle income students	1986= NA				
	1991= 47	38	7	5	3 =100
Grants to low income part-time students	1986= NA				
	1991= 49	36	7	3	5 =100
Low interest loans to low income students	1986= NA				
	1991= 66	24	5	2	3 =100

In order to get a job or to advance in one's career, how important do you feel it is to have a college degree?



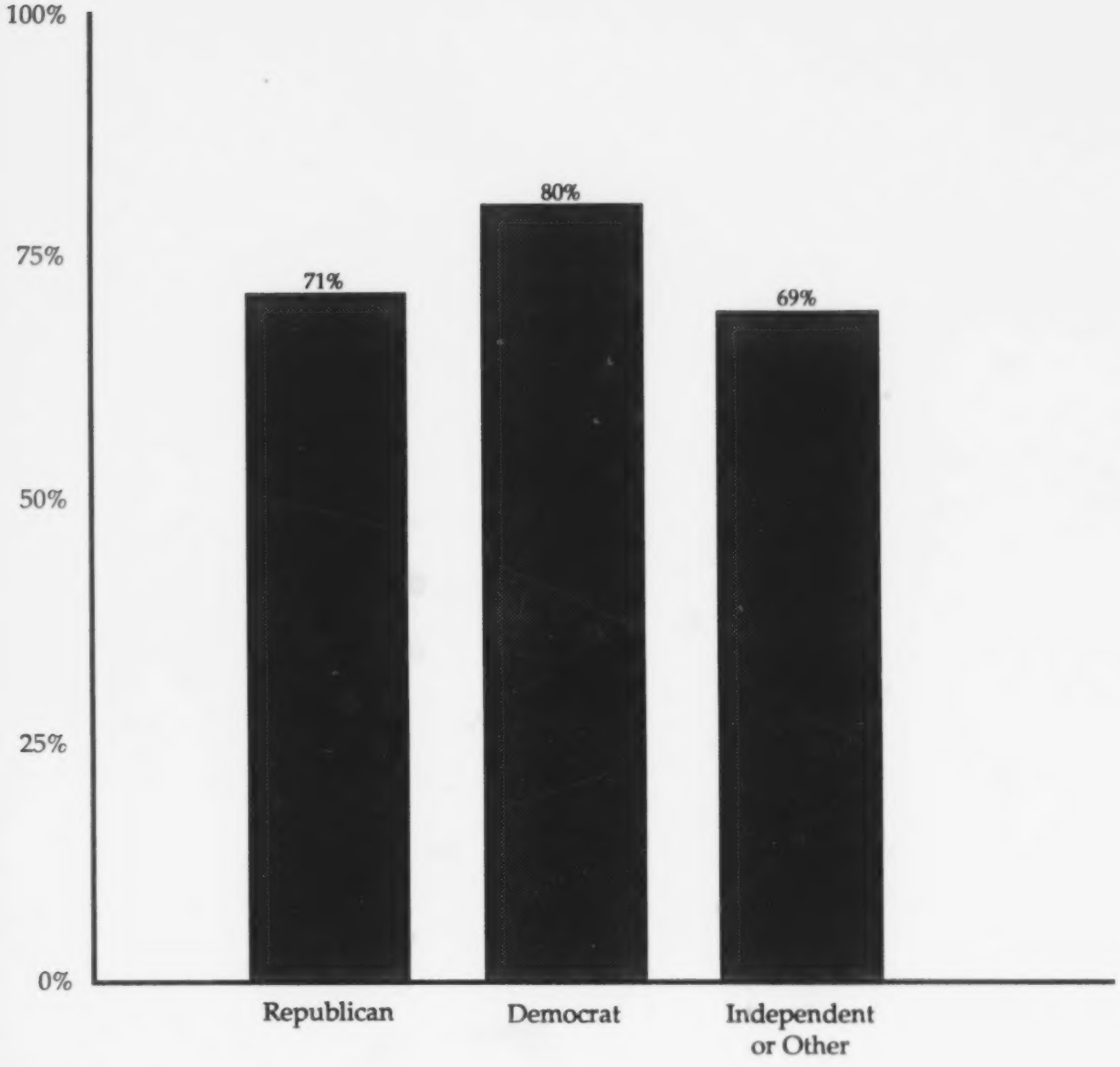
Source: Council for Advancement and Support of Education, 1991.

In order to get a job or to advance in one's career, how important do you feel it is to have a college degree? (percent saying very important, by race/ethnicity)



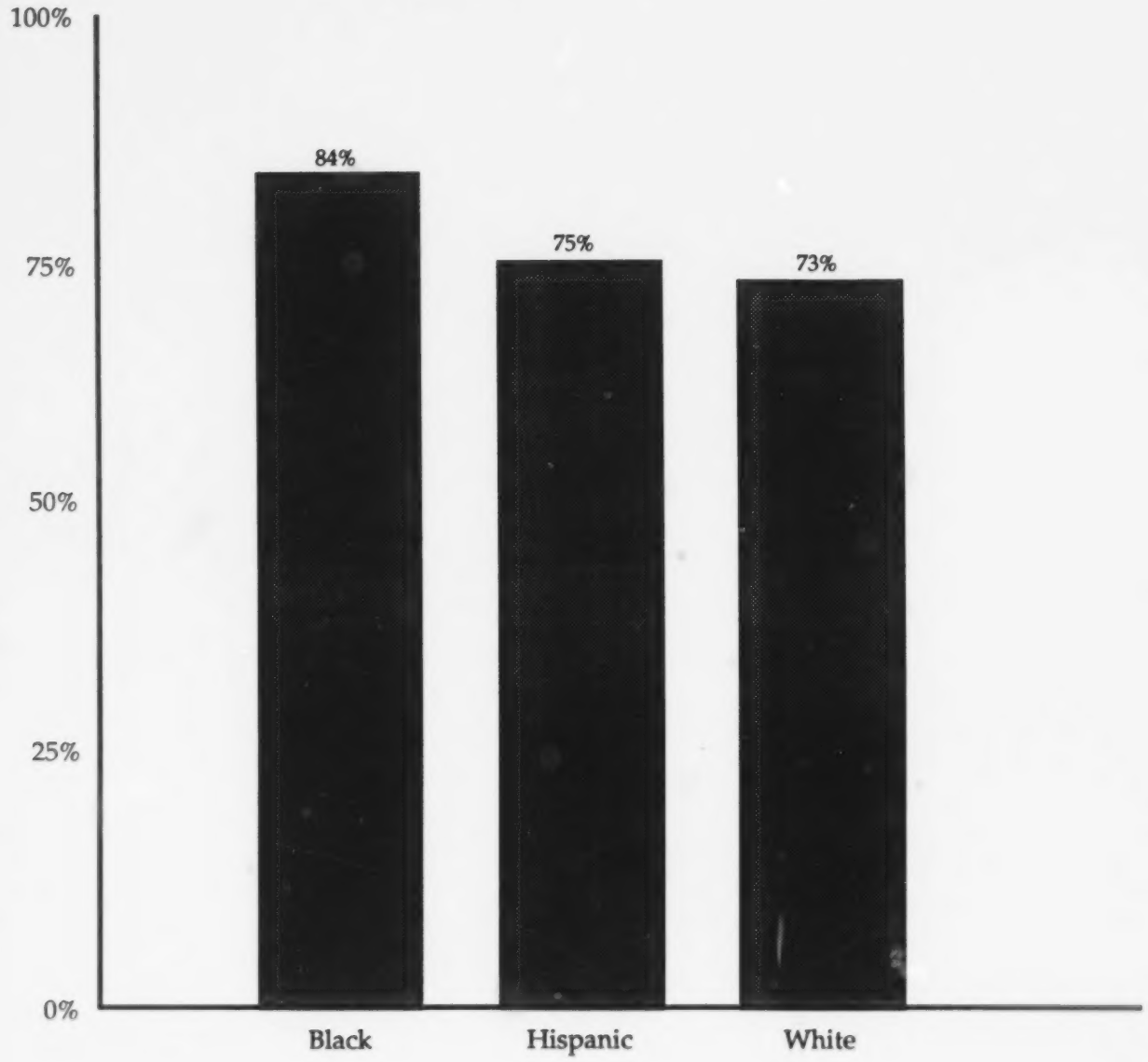
Source: Council for Advancement and Support of Education, 1991.

In order to get a job or to advance in one's career, how important do you feel it is to have a college degree? (percent saying very important, by party affiliation)



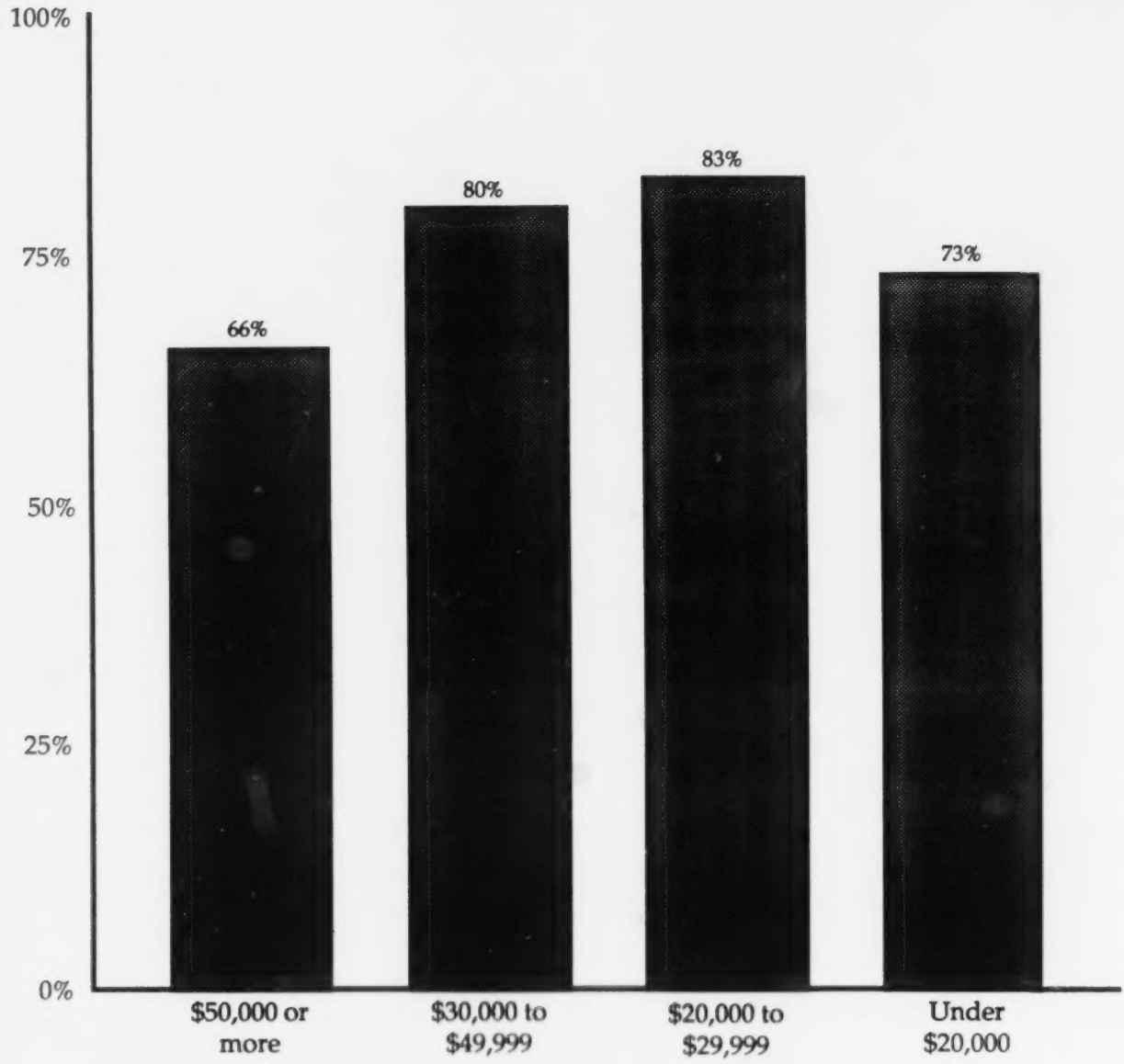
Source: Council for Advancement and Support of Education, 1991.

I would be able to afford college costs at this time, only with low interest loans or grants. (Percent agreeing, by race/ethnicity)



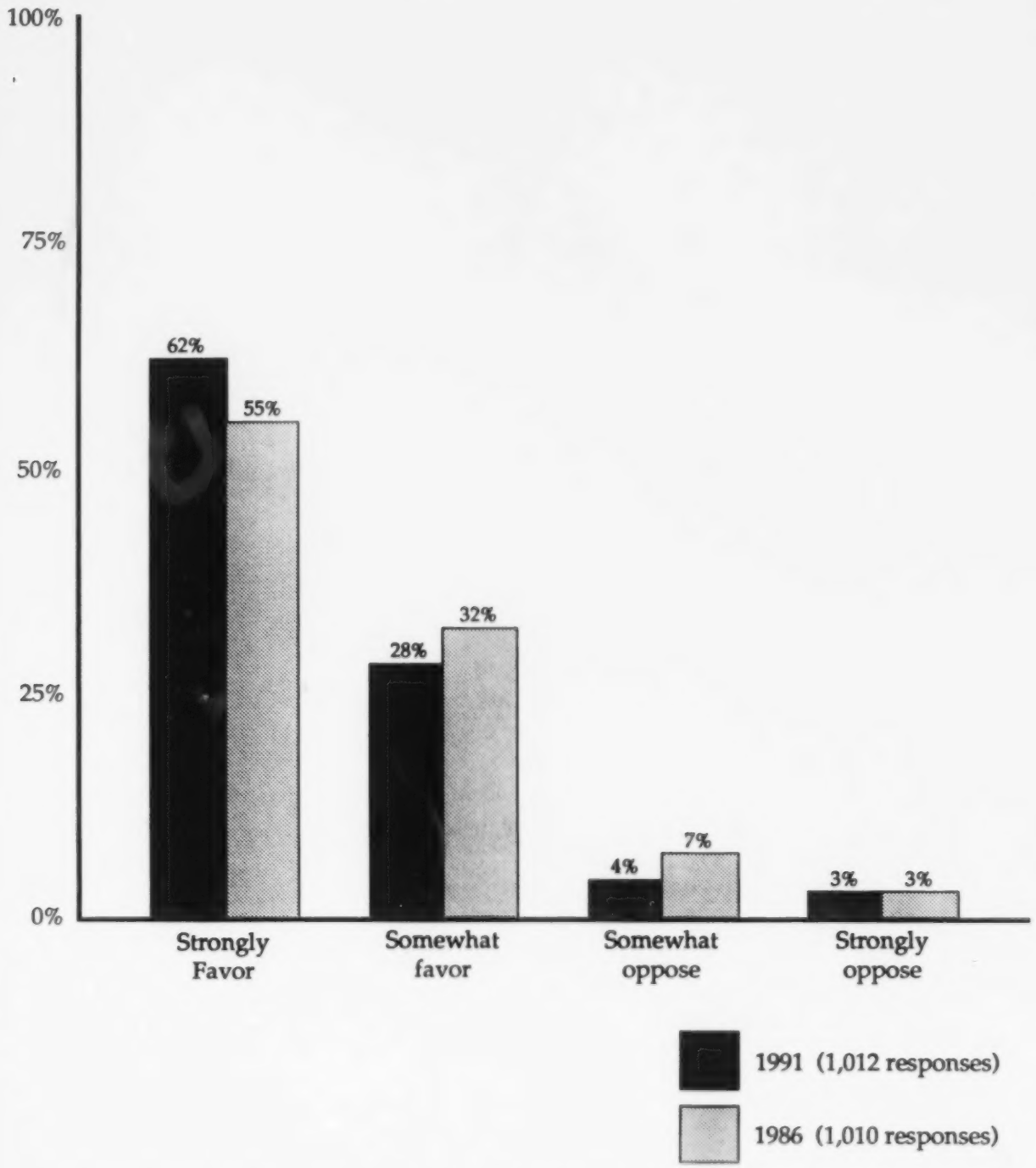
Source: Council for Advancement and Support of Education, 1991.

I would be able to afford college costs at this time, only with low interest loans or grants (Percent agreeing, by income)



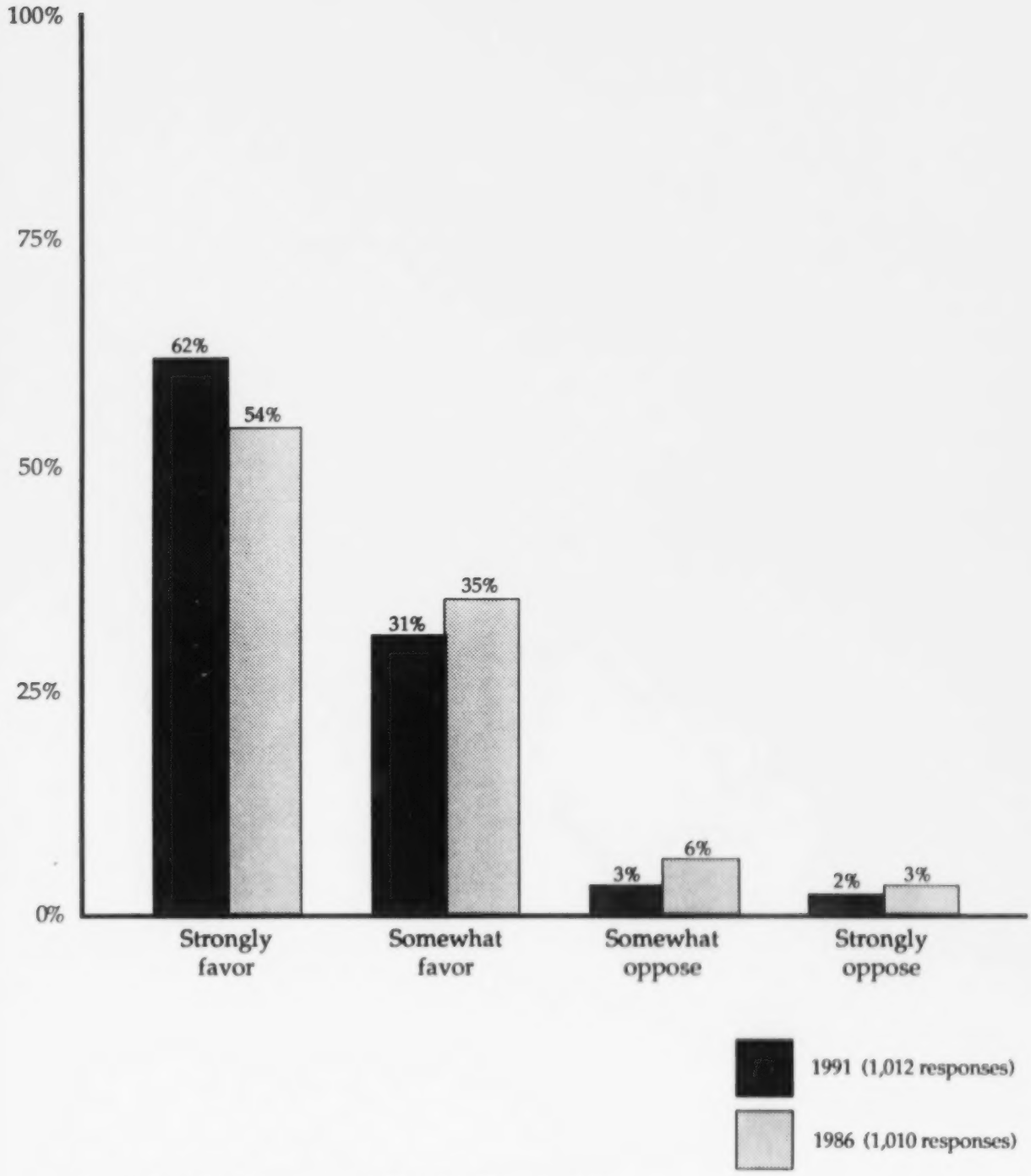
Source: Council for Advancement and Support of Education, 1991.

Please tell me how much you favor continued federal funding for the following higher education program: grants to low-income students.



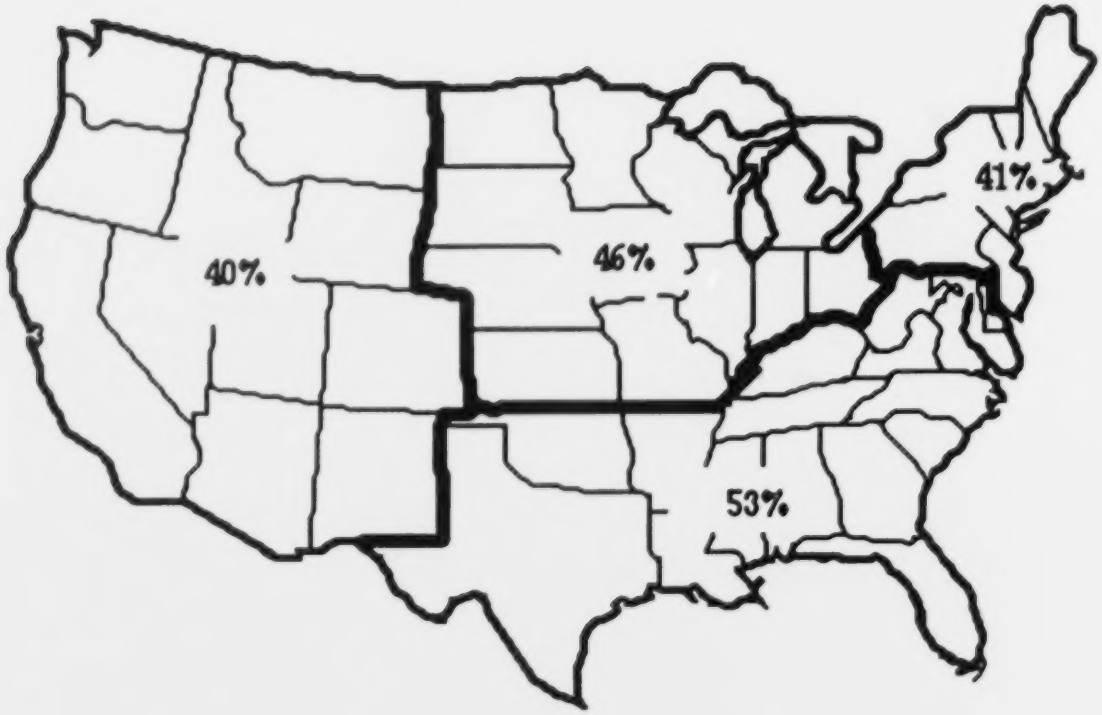
Source: Council for Advancement and Support of Education, 1991.

Please tell me how much you favor continued federal funding for the following higher education program: low-interest loans to middle-income students



Source: Council for Advancement and Support of Education, 1991.

I would be better able to afford college costs today,
than I would have been five years ago.
(percent agreeing, by region)



Source: Council for Advancement and Support of Education, 1991.

COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

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